



Teaching and Learning International Survey (TALIS)

The **Teaching and Learning International Survey (TALIS)** is an international study of teachers, principals, and the learning environment in schools. Its objective is to provide internationally comparable and nationally representative indicators on teachers and teaching to help countries review current conditions and develop informed education policies.

TALIS consists of two individual surveys: one that collects data from lower secondary teachers and one that collects data from lower secondary principals. Lower secondary, in the United States, refers to **grades 7, 8, and 9**.

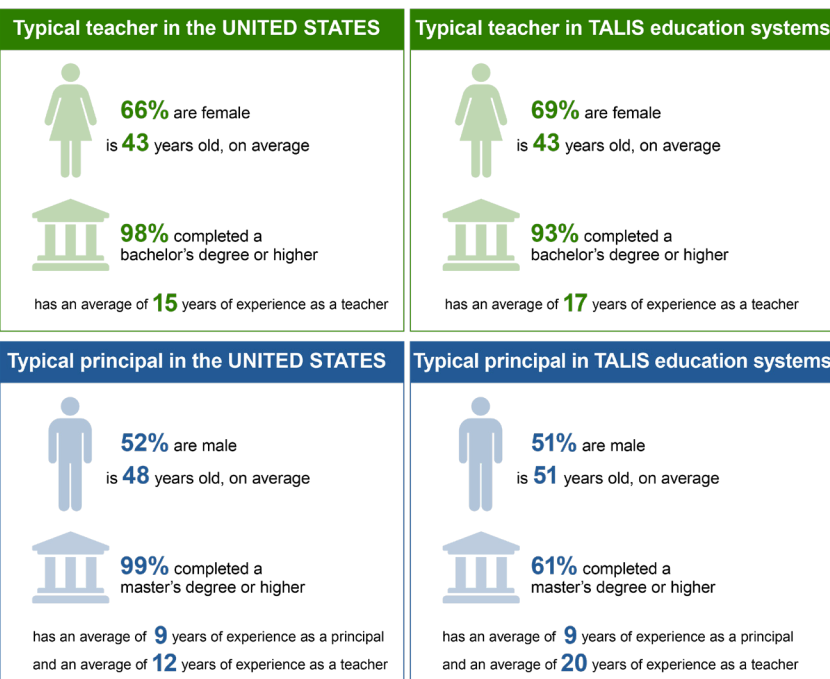
In June 2019 and March 2020, the Organization for Economic Cooperation and Development (OECD) released the [TALIS 2018 international reports](#) and the National Center for Education Statistics (NCES) of the U.S. Department of Education released the [TALIS 2018 U.S. Highlights](#). Altogether, [49 education systems](#) participated in TALIS 2018. Across these education systems, **the study collected data in 2018 (before the COVID-19 pandemic)** from more than 150,000 teachers and 9,000 principals at the lower secondary level. Here are some findings from a U.S. perspective, including some comparisons to selected countries. The “TALIS average” refers to the average across the education systems that participated in the study in 2018 at the lower secondary level.

Background Characteristics of Teachers and Principals

U.S. lower secondary teachers and principals are typically **more educated** than their peers in other countries. Nearly all U.S. **teachers** have a bachelor's degree or higher and nearly all U.S. **principals** have a master's degree or higher. However, both tend to have **less teaching experience** than their peers abroad.

The **United States has one of the younger principal workforces** (age 48) among TALIS participants (ranging from age 43 in Saudi Arabia and Turkey to age 59 in Korea).

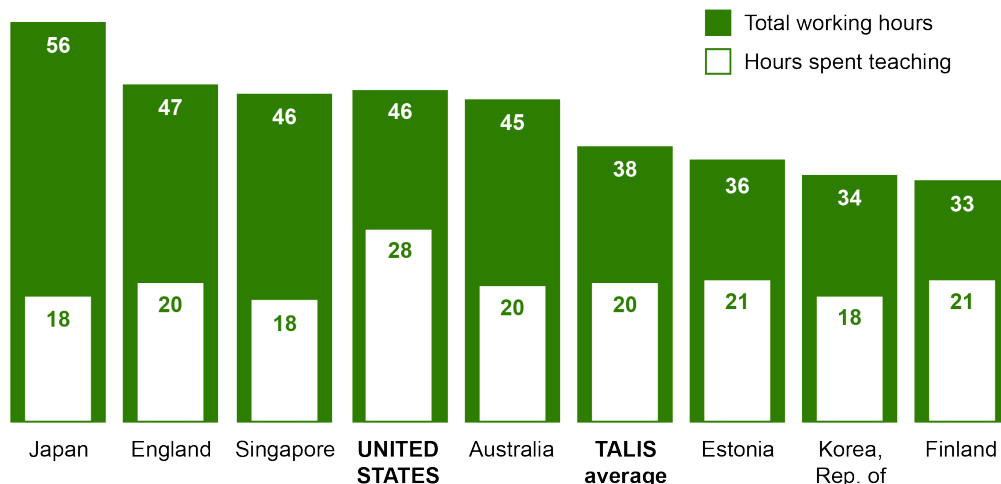
About **two-thirds of U.S. teachers are women** (the range in TALIS is from 42% in Japan to 89% in Latvia), while only **roughly half of U.S. principals are women** (the range in TALIS is from 7% in Japan and Turkey to 84% in Latvia).



Work Hours and Stress of Teachers

U.S. lower secondary teachers both teach and work more hours per week than most of their international peers. In 2018, they spent, on average, 28 hours **teaching** out of 46 total **working** hours per week, both of which were more than their peers in a majority of education systems. In fact, U.S. teachers' teaching hours were higher than in all but two education systems: Chile (28 hours) and Alberta–Canada (27 hours). Similarly, only teachers in Japan and Kazakhstan reported working more than U.S. teachers, with averages of 56 and 49 hours per week, respectively.

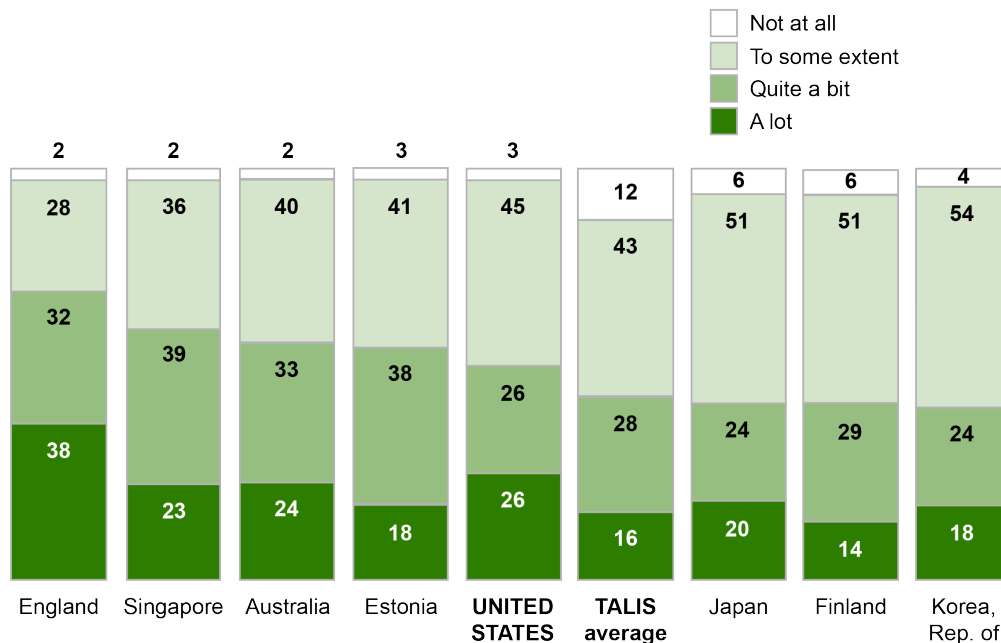
Average hours spent per week



The extent of stress among U.S. teachers is comparatively high. Specifically, 26% of U.S. teachers reported that they experience “a lot” of stress in their work. This percentage was lower than in only three education systems: England–United Kingdom (38%), Portugal (35%), and Hungary (32%).

About one-third of U.S. teachers reported that **having too much grading** (36%) and being **held responsible for student's achievement** (35%) were sources of “quite a bit” or “a lot” of stress in their work (the TALIS averages were 40% and 45%, respectively).

Teachers' experience of stress in their work (percentage)



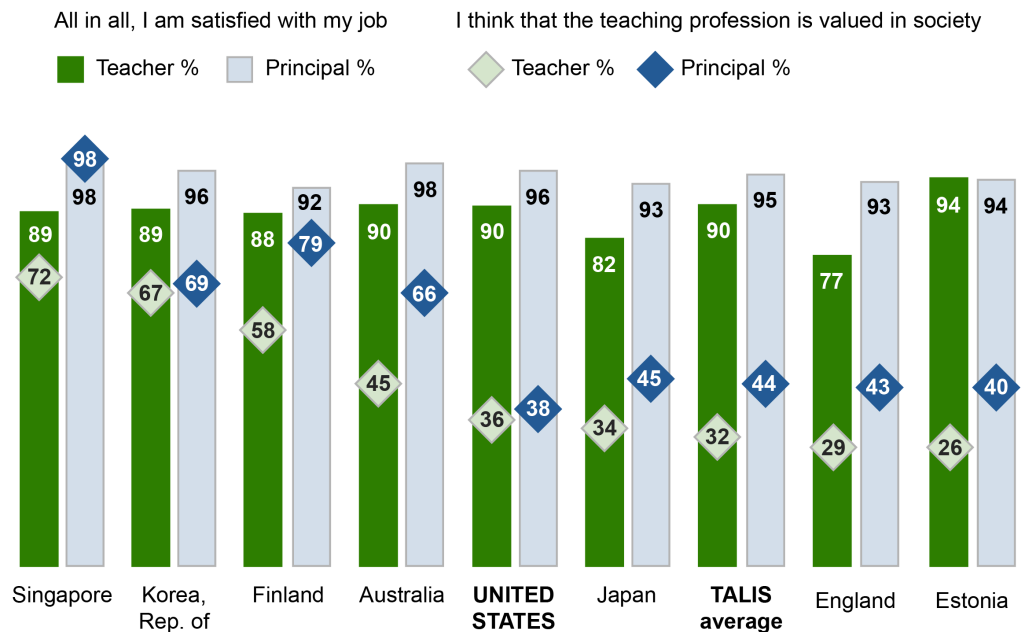
Job Satisfaction and the Perception That Society Values the Teaching Profession

U.S. lower secondary teachers and principals generally feel very fulfilled by their jobs. At the same time, they tend to think that society does not value the teaching profession. A majority of U.S. teachers (90%) and principals (96%) reported that they are satisfied with their jobs, while only about one-third of U.S. teachers (36%) and principals (38%) think that society values the teaching profession.

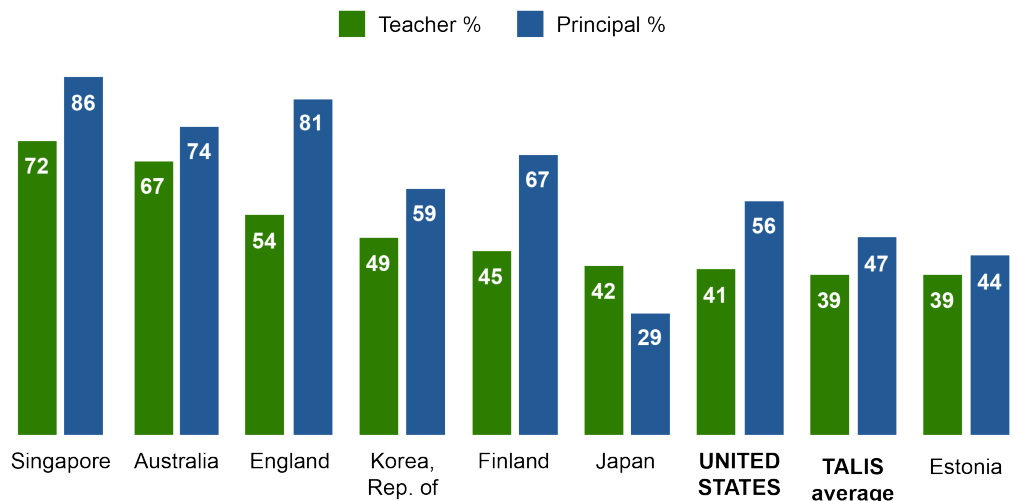
Across all TALIS education systems, in contrast with job satisfaction, the percentages of teachers and principals who believe that society values the teaching profession are generally lower and much more variable: for teachers, the percentages ranged from 5% in the Slovak Republic to 92% in Vietnam; and for principals, from just 2% again in the Slovak Republic to 99% in Vietnam.

When asked if they were satisfied with the salary they receive for their work, 41% of U.S. teachers and 56% of U.S. principals “agree” or “strongly agree” that they are satisfied with their salary, and both percentages were similar to the TALIS averages (39% for teachers and 47% for principals). Across education systems, the percentages ranged widely for both teachers (from 6% in Iceland to 76% in Alberta–Canada) and principals (from 17% in Italy to 86% in Singapore).

Teachers and principals who “agree” or “strongly agree” with specific statements about their job (percentage)



Teachers' and principals' satisfaction with their salary (percentage)

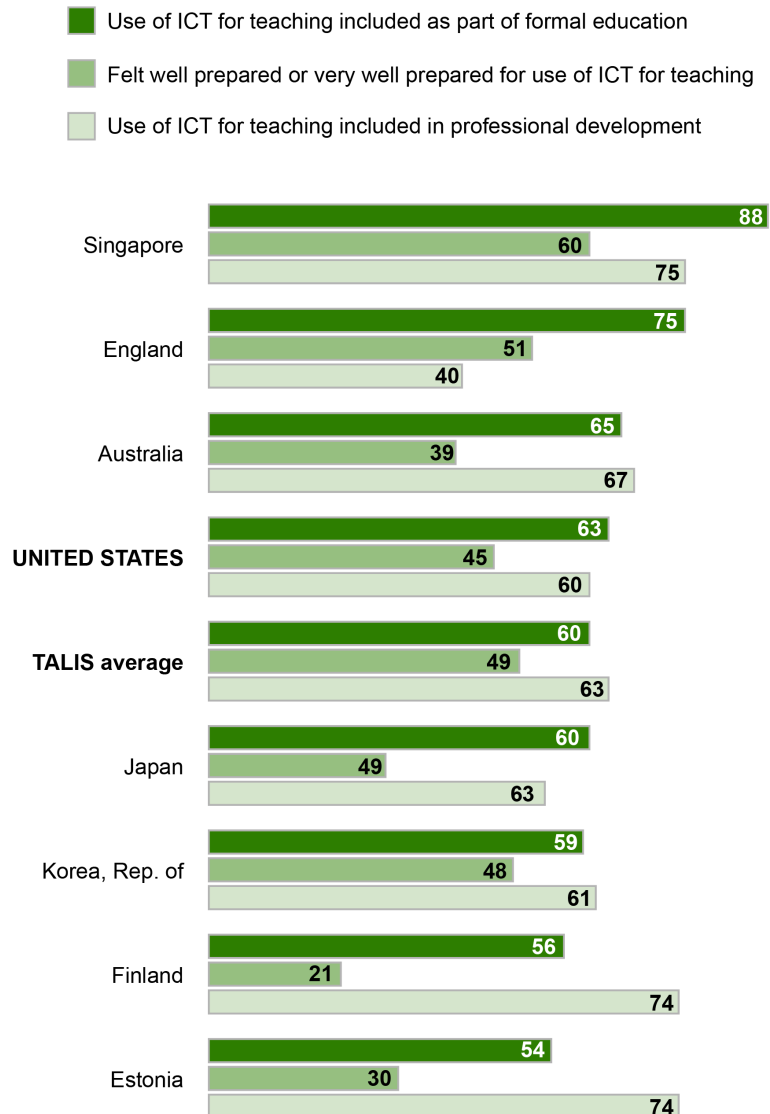


Use of Technology for Teaching

TALIS also looked at the **preparation and professional development** available for **teachers** in the use of information and communication technology (ICT) for teaching. Roughly two-thirds of U.S. lower secondary teachers (63%) reported that the use of ICT for teaching had been included in their formal education or training (TALIS average, 60%). However, only 45% of U.S. teachers felt well or very well prepared to use ICT after they had completed their initial education or training (TALIS average, 49%). Some 60% of U.S. teachers reported that the use of ICT for teaching had been included in professional development activities in the 12 months prior to the survey (TALIS average, 63%).

In the United States, only 1 in 10 teachers reported a **high need for professional development** focused on ICT skills (TALIS average, 20%). Relatedly, nearly half of U.S. teachers reported work schedule conflicts (49%) and a lack of incentives (47%) as **barriers to their participation in professional development** (the TALIS averages are 53% and 49%, respectively).

A snapshot of ICT for teaching (percentage of teachers)



For more information, visit <https://nces.ed.gov/surveys/talis>.